

# **Legislative Authorities for Environmental Education**

## **The Federal Government**

A Draft Document of Activities and Their Authorities

### **Department of Agriculture**

Cooperative State Research, Education, and Extension Service

Forest Service

Natural Resources Conservation Service

### **Department of Commerce**

National Oceanic and Atmospheric Administration

### **Department of Energy**

### **Department of the Interior**

Bureau of Land Management

Bureau of Reclamation

Minerals Management Service

National Park Service

U.S. Fish and Wildlife Service

U.S. Geological Survey

### **Department of Transportation**

### **National Aeronautics and Space Administration**

### **National Science Foundation**

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Office of Environmental Education

## Introduction

This draft document contains information on environmental education (EE) activities and their legislative authorities in 14 Federal agencies. EPA's Office of Environmental Education (OEE) conducted this research in an attempt to better understand the nature of the various legislative authorities used by the Federal government to educate the public about environmental issues, and to promote networking and coordination of programs and activities among the various agencies and programs. In selecting programs to examine, OEE used a broad definition of environmental education and included legislation that authorizes such activities as public outreach/involvement, conservation education, interpretation, outdoor education, partnerships, K-12 curriculum development, and community-based programs.

Information was collected from the Internet and personal communications with agency staff. Information on specific programs or activities was generally found first, followed by additional research to find the underlying legislative authority, and responsible office. Please note that this document is meant to serve as a reference for audiences interested in the EE programs and/or activities of the Federal government. It should be considered a work in progress rather than the final word on federal authorities for EE. The information is grouped according to individual agency offices within agencies, programs within offices, and activities within programs. Each entry includes the legislative authority, program or activity description including audience targeted, examples (when available), and sources for additional information.

This initial research shows two very clear characteristics of EE across the Federal government. First, EE is frequently a by-product or inherent aspect to a program or activity with a broader goal. For example, most of the activities and programs listed are not specifically for EE, but rather include it as one activity that might be included. Second, there seems to be a kind of legislative continuum with respect to the authorities for EE. Some activities/programs/offices use a very specific authority for EE (EPA's Office of Environmental Education), some use general authorities (Department of Commerce - National Oceanic and Atmospheric Administration), while some activities appear to have no legislative authority at all, but are deemed central to an office's mission (NASA).

EPA's Office of Environmental Education is currently sharing this information with representatives from Federal agencies, educational organizations, and the non-governmental community. Our interest is to hear from a variety of organizations to determine if this kind of information is useful, and if so, how we can most effectively share it with interested parties to facilitate networking and coordination of programs, activities and policies in support of EE in EPA and across the Federal government.

If you have ideas about how EPA can share this information or make it more useful, please

contact Drew Burnet at [burnett.andrew@epa.gov](mailto:burnett.andrew@epa.gov). Thanks for your interest!

## **United States Department of Agriculture Cooperative State Research, Education, and Extension Service**

### **1. Sustainable Agriculture Research and Education Program**

*Authority:*

National Agriculture Research, Extension, and Teaching Policy Act Amendments of 1985

*Description:*

The purpose of the Sustainable Agriculture Research and Education (SARE) Program is to facilitate and increase scientific investigation and education to reduce the use of chemical pesticides, fertilizers, and toxic materials in agricultural production, and to promote partnerships among farmers, nonprofit organizations, agribusiness, and public and private research and extension institutions. Research and Education Grants fund funded projects that involve on-farm research trials with crops and/or livestock; other projects have studied quality of life, agricultural marketing, integrated farming systems, and soil and water conservation. Successful proposals typically include economic analysis and outreach components. The program also funds education and demonstration projects, including the development of farmer-to-farmer networks. Eligible applicants include Land-grant colleges or universities, other universities, state agricultural experiment stations, State cooperative extension services, nonprofit organizations, individuals with demonstrable expertise, and federal or state governmental entities.

*Additional Information:*

Please see: <http://www.epa.gov/owow/watershed/wacademy/fund/agresearch.html> or  
<http://www.sare.org/htdocs/sare/>

### **2. Alaska Native-Serving and Native Hawaiian-Serving Institutions Education Grants Program**

*Authority:*

Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act, sect. 759 (7 U.S.C. 3242). P L 106-78, FY 2000

*Description:*

The purpose of this grant program is to promote and strengthen the ability of Alaska Native-serving and Native Hawaiian-serving institutions to carry out education, applied research, and related community development programs. Priority is given to those projects that enhance educational equity for under-represented students; strengthen institutional educational capacities; prepare students for careers related to the food, agricultural, and natural resource systems of the United States; and maximize the development and use of resources to improve food and agricultural sciences teaching programs. Major academic disciplines or subject area must be indicated on the proposal. Options include Conservation and Renewable Natural Resources and Environmental Sciences.

*Additional Information:*

Please see: <http://www.ree.usda.gov/1700/funding/rfaannh.htm>

3. Equity in Educational Land-Grant Status Act of 1994 Program  
(Tribal Colleges Extension Services Program)

*Authority:*

Equity in Educational Land-Grant Status Act of 1994, Section 534(b)(7 U.S.C. 301 note)  
(see <http://www4.law.cornell.edu/uscode/7/301.html>) as amended by the Agricultural Research,  
Extension, and Education Reform Act of 1998 (7 U.S.C. 7601) (see  
<http://www4.law.cornell.edu/uscode/7/7601.html>)

This section amends Section 3 of Smith-Lever Act of May 8, 1914. Under this authority, appropriated funds are to be paid to the 1994 Institutions for Extension work and are to be distributed on the basis of a competitive application process.

*Description:*

The Tribal Colleges Extension Services Program provides funding for 1994 Land Grant Institutions to conduct non-formal education and outreach activities to help meet the needs of Native American people and provide essential services to their communities. Awards will be made in support of one or more of the following extension based program areas: Agriculture; Community Resource and Economic Development; Family Development and Resource Management; 4-H and Youth Development; Leadership and Volunteer Development; Natural Resources and Environmental Management; and Nutrition, Diet and Health.

*Examples:*

Fond du Lac Tribal and Community College, in collaboration with the University of Minnesota Extension and twenty-one area schools, will expand and enhance the successful St. Louis River-River Watch program during FY 2001. A continuation of chemical, physical, and biological sampling within the St. Louis River basin will enable essential long-term monitoring. Additional schools located within the western Lake Superior Basin will be included in the current sampling effort. Benefits include the introduction of students to applied science research, interpretation, and education, as well as provide for the effective dissemination of these data to environmental professionals and the public. For additional examples please see: <http://www.reeusda.gov/part/1994/index.htm>.

*Additional Information:*

For further information go to <http://www.reeusda.gov/1700/funding/rfatew.htm>  
or <http://www.reeusda.gov/part/1994/index.htm>

4. Tribal Colleges Education Equity Grants Program (TEE)

*Authority:*

Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note)  
(see <http://www4.law.cornell.edu/uscode/7/301.html>) as amended by the Agricultural Research,  
Extension, and Education Reform Act of 1998 (7 U.S.C. 7601 note)  
(see <http://www4.law.cornell.edu/uscode/7/7601.html>)

Note: grants are awarded to the 30 1994 Land-Grant Institutions as defined in section 532 of the Equity and Educational Land-Grant Status Act of 1994. This Act, as amended in Section 533(a), requires that each 1994 Land-Grant Institution be accredited or making progress towards accreditation.

*Description:*

The TEE program is a non-competitive grants program intended to enhance educational opportunities for Native Americans by strengthening instructional programs in the food and agricultural sciences. Eligible institutions may propose projects in any discipline(s) of the food and agricultural sciences as defined in section 1404 of the National Agricultural Research, Extension and Teaching Policy Act of 1977, as amended (NAREPTA) (7 U.S.C. 3103).@

*Examples:*

Examples of funded projects include Fort Belknap College's *Building Program Excellence in Natural Resources Education* and Si Tanka College's *Environmental Sciences Implementation Program*. Please see <http://faeis.tamu.edu/hep/menus/msgt%7E%7E1.htm> for additional examples.

*Additional Information:*

Please see: <http://www.reeusda.gov/1700/funding/rfatee.htm>

5. 1890 Institution Teaching and Research Capacity Building Grants Program (CBG)

*Authority:*

National Agricultural Research, Extension, and Teaching Policy Act of 1977, section 1417 (b)(4) as amended, (7 U.S.C. 3152 (b)(4)) (see <http://www4.law.cornell.edu/uscode/7/3152.html>) and pursuant to annual appropriations made available specifically for an 1890 capacity building program.

*Description:*

The CBG program was initiated in FY 1990 to build the institutional capacities of the 1890 historically black land-grant Institutions and Tuskegee University through cooperative initiatives with Federal and non-Federal entities. The program supports the design and implementation of innovative teaching and research projects in targeted need areas of the food and agricultural sciences.

*Examples:*

Examples of funded projects include Florida A&M University's *Strengthening the Graduate Environmental Sciences Program* and North Carolina A&T State University's *Natural Resources Curriculum to Strengthen Academic Program and Career Choices*. For additional examples please see <http://faeis.tamu.edu/hep/menus/msgb%7E%7E1.htm>.

*Additional Information:*

Please see: <http://www.reeusda.gov/1700/funding/rfacbg.htm>

6. Higher Education Challenge Grants Program (HEC)

*Authority:*

National Agricultural Research, Extension, and Teaching Policy Act of 1977, section 1417(b)(1), as amended, (7 U.S.C. 3152(b)(1)). (see <http://www4.law.cornell.edu/uscode/7/3152.html>)

*Description:*

The HEC program seeks to stimulate and enable colleges and universities to provide the quality of education necessary to produce baccalaureate or higher degree level graduates capable of strengthening the Nation's food and agricultural scientific and professional work force. Eligible applicants include land-grant colleges and universities and other U.S. public or private nonprofit colleges and universities offering a baccalaureate degree or any other higher degree and having a demonstrable capacity for, and a significant ongoing commitment to, the teaching of food and agricultural sciences generally and to the specific need and/or subject area(s) for which a grant is requested.

*Examples:*

Examples of Funded projects include Purdue University's *Web-Based Soil and Water Quality Modeling to Enhance Student Learning* and Louisiana State's *Watershed Management Initiative Enhancement*. Please see <http://faeis.tamu.edu/hep/menus/msgc%7E%7E1.htm> for additional examples.

*Additional Information:*

Please see: <http://www.reeusda.gov/1700/funding/rfahec.htm>

7. Tribal Colleges Research Grants Program (TCR)

*Authority:*

Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note) (see <http://www4.law.cornell.edu/uscode/7/301.html>) as amended by the Agricultural Research, Extension, and Education Reform Act of 1998 (7 U.S.C. 7601 note) (see <http://www4.law.cornell.edu/uscode/7/7601.html>)

Note: Section 536 of Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note) authorizes the Secretary of Agriculture to make competitive grants to 1994 Land-Grant Institutions for the purpose of conducting agricultural research that addresses high priority concerns of tribal, national or multi-state significance.

*Description:*

The Tribal Colleges Research Grants Program is competitive and intended to assist Tribal Colleges to conduct agricultural research that addresses high priority concerns of tribal, national or multi-state significance. Eligible institutions may propose projects in any discipline(s) of the food and agricultural sciences as defined in section 1404 of National Agricultural Research, Extension and Teaching Policy Act of 1977, as amended (NARETPA) (7 U.S.C. 3103).

*Examples:*

Examples of Funded projects include Dine College, Tsaile, Arizona, *Navajo Watershed Research Project* and Turtle Mountain Community College, Belcourt, North Dakota, *Surveillance of Mosquito-Borne Equine Virus in North Central North Dakota*. For additional examples please see <http://faeis.tamu.edu/hep/files/tribalresearch/trcsum00.htm/>

*Additional Information:*

Please see: <http://faeis.tamu.edu/hep/menus/msgr~~1.htm>.

8. Integrated Research, Education, and Extension Competitive Grants Program  
(Water Quality Program)

*Authority:*

Agricultural Research, Extension, and Education Reform Act of 1998, Sect. 406, PL 105-185  
(see at <http://www4.law.cornell.edu/uscode/7/7601.html>)

*Description:*

A competitive grants program to provide funding for integrated, multi-functional agricultural research, extension, and education activities. Subject to the availability of appropriations to carry out this program, the Secretary may award grants to colleges and universities. The program is divided into three areas and each has its own proposal requirements. This reference is for the Water Quality program. Eligible Applicants include any college or university as defined in section 1404 of The National Agricultural Research, Extension, and Teaching Policy Act of 1977.

*Examples:*

Examples of funded projects include Preservation of Rural Watersheds and Drinking Water Resources; Accelerating Riparian Buffer Adoption to Enhance Water Quality and Farm Income.

For additional examples please see: <http://www.reeusda.gov/nre/water/wqtypes.htm#Watertype>.

*Additional Information:*

Please see <http://www.reeusda.gov/integrated/>

9. Hispanic-Serving Institutions (HSI) Education Grants Program

*Authority:*

National Agricultural Research, Extension, and Teaching Policy Act of 1977, as amended, section 1455, (7 U.S. C. 3241) (see at <http://www4.law.cornell.edu/uscode/7/3241.html>) pursuant to section 815 of Public Law 104-127, April 4, 1996.

*Description:*

To promote and strengthening the ability of HSIs to carry out education, applied research, and related community development programs. The areas of food and agricultural sciences are eligible.

*Examples:*

Examples of funded projects include; *Undergraduate and High School Learning Experiences in Environmental Issues* at the University of Puerto Rico, Mayaguez, Puerto Rico, and *The Integration of Research Internships into the Undergraduate Life Sciences Curriculum* at St. Edward's University, Austin, Texas. For additional information on funded activities, please see <http://faeis.tamu.edu/hep/menus/msg%7E%7E1.htm>.

*Additional Information:*

For further information go to <http://faeis.tamu.edu/hep/menus/msg%7E%7E1.htm>



# United States Department of Agriculture United States Forest Service

## State and Private Forestry Office of Conservation Education

### *Authorities:*

The education role of the Forest Service is identified in a number of policy documents. The 1600 and 2390 sections of the Forest Service Manual give direction for conducting the environmental education program. The Forest Service education role is authorized by the following authorities:

- \$ The Department of Agriculture Organic Act of 1862 ( 7 USC 2201) (see <http://www4.law.cornell.edu/uscode/7/2201.html>)
- \$ Solicitor's Opinion 4088 (1942)
- \$ The Smokey Bear Act of 1952 (PL 52-359) (see [http://www.fs.fed.us/im/directives/fsh/5109.18/5109.18\\_20.txt](http://www.fs.fed.us/im/directives/fsh/5109.18/5109.18_20.txt))
- \$ The National Environmental Policy Act of 1969 (42 USC 4321) (see <http://www4.law.cornell.edu/uscode/42/4321.html>)
- \$ National Environmental Education Act of 1970 (PL 91-516) (see <http://www4.law.cornell.edu/uscode/20/5501.html>)
- \$ Woodsy Owl-Smokey Bear Act of 1974 (PL 93-318)
- \$ The National Forest Management Act of 1976 (16 USC 1600) (see <http://www4.law.cornell.edu/uscode/16/1600.html>)
- \$ The Cooperative Forestry Assistance Act of 1978 (16 USC 2101, July 1, 1978) (see <http://www4.law.cornell.edu/uscode/16/2101.html>)
- \$ The Forest and Rangeland Renewable Resources Research Act of 1978 (16 USC 1600) (see <http://www4.law.cornell.edu/uscode/16/1600.html>)
- \$ The 1990 Farm Bill, Forest Stewardship Act of 1990 (16 USC 2101) (see <http://www4.law.cornell.edu/uscode/16/2101.html>)
- \$ The National Environmental Education Act of 1990 (PL 101-619) (see <http://www.epa.gov/enviroed/pdf/neeaa.pdf>)
- \$ 16 UC 565a-1 (Cooperative agreements between Secretary of Agriculture and public or private agencies, organizations, institutions, and persons covering Forest Service programs; authority; funding).

For additional information on authorities, please see

[http://na.fs.fed.us/spfo/ce/content/special/program\\_providers/authorities.pdf](http://na.fs.fed.us/spfo/ce/content/special/program_providers/authorities.pdf).

### 18. The Natural Inquirer

This journal was created so that scientists can share their research with middle school students. Each article tells about scientific research conducted by scientists in the USDA Forest Service. Research in this journal is concerned with nature, such as trees, forests, wildlife, insects, outdoor activities, and

water. Articles can be read online or downloaded by article or volume. For additional information please see <http://www.naturalinquirer.usda.gov/natinqhome.htm>

19. Smokey Bear Program

Smokey Bear Act of May 23, 1952 (PL 52-359, Ch. 327, 66 Stat. 92; 18 U.S.C. 711; 16 U.S.C. 580p-2), as amended by PL 92-318. Implementing regulations are issued at Title 36, Code of Federal Regulations, part 271 (36 CFR part 271).

(see [http://www.fs.fed.us/im/directives/fsh/5109.18/5109.18\\_20.txt](http://www.fs.fed.us/im/directives/fsh/5109.18/5109.18_20.txt))

The purpose of the Smokey Program is to create and maintain public awareness, through the image of Smokey Bear, about the need to prevent unplanned, human-caused wildland fires.

For additional information see [http://www.smokeybear.com/home\\_main.html](http://www.smokeybear.com/home_main.html)

20. NatureWatch

NatureWatch is a partnership program of the U.S. Forest Service that provides nature viewing opportunities, encourages safe and sound viewing ethics, and contributes to local economies. The NatureWatch program is for people to experience wildlife, fish, and flowers in their natural settings; to promote recreational viewing opportunities, facilitate learning about the environment, and to promote conservation efforts and wise use of natural resources. Includes education curriculum, partnerships, journals and newsletters, and a wealth of resources.

For additional information see <http://www.fs.fed.us/outdoors/naturewatch/>

21. Woodsy Owl

PL 93-318, Woodsy-Owl Smokey Bear Act of 1974

A national environmental icon used to deliver conservation education messages, including mottos such as "Give a Hoot, Don't Pollute" and "Lend a Hand, Care for the Land."

For additional information see <http://www.fs.fed.us/spf/woodsy/>

5. Passport in Time

A volunteer program providing an opportunity for the public to share in the thrill of discovery through archaeological and historic research. For additional information please see

<http://www.fs.fed.us/r2/psicc/coma/pit/index.htm>.

The Forest Service is also an active partner with other federal agencies, the States, and other citizen and institutional groups. Examples of government partners include the Partners in Resource Education, EPA, DOE, and National Association of State Foresters. Nonprofits such as Project Learning Tree, Project Wild and Project Wet, Boy/Girl Scouts of America, and the National Environmental Education Training Foundation all work collaboratively with the Forest Service.

*Additional Information:*

For further information on conservation education at the US Forest Service please see

<http://www.na.fs.fed.us/spfo/ce/> or contact Denver James, Office of Conservation Education, (202) 205-1781

# United States Department of Agriculture Natural Resources Conservation Service

Office of ??????  
Department????

1. USDA/1890 National Scholars Program

*Authority:*

5 CFR 213.3202, The Student Career Experience Program under the U.S. Office of Personnel Management

Information on authority from personal communication with Linda Liphant, July 2002

*Description:*

The National Scholars Program is a major effort of the United States Department of Agriculture and the seventeen 1890 Historically Black Land-Grant Institutions, to award scholarships to students to attend one of the seventeen universities and study agriculture, food, or natural resource sciences.

*Additional Information:*

Please see <http://1890Scholars.program.usda.gov/> or contact Linda Liphant (301) 504-2223

2. Conservation education material for teachers K-12

*Authority:*

No specific authority identified. Contact Kim Berry (202) 720-2536 for additional information.

*Description:*

Materials are available for K-12 education including S.K.Worm, the official annelid, or worm, of NRCS, who answers students' questions about soil. Also available is *Dig In! Hands-On Soil Investigations*, a new soil education publication that is a joint venture with NRCS and the National Science Teachers Association. Backyard conservation, wetlands, soil conservation education, plants, and conservation history are all topics that students can learn about as well.

*Additional Information:*

Please see <http://www.nrcs.usda.gov/feature/education/> and <http://www.tx.nrcs.usda.gov/class/sammy.htm>

3. Environmental Quality Incentives Program (EQIP)

*Authority:*

Food, Agriculture, Conservation, and Trade Act of 1996

*Description:*

The program was established to provide a single, voluntary conservation program for

farmers and ranchers to address significant natural resource needs and objectives. Nationally, it provides technical, financial, and educational assistance, half of it targeted to livestock-related natural resource concerns and the other half to more general conservation priorities. EQIP is available primarily in priority areas where there are significant natural resource concerns and objectives. Eligible applicants include Non-federal landowners (including American Indian tribes) engaged in livestock operations or agricultural production. Eligible land includes cropland, rangeland, pasture, forest land, and other farm and ranch lands.

*Additional Information:*

Please see <http://www.nrcs.usda.gov/programs/eqip/>. Also, the Catalog of Federal Domestic Assistance <http://aspe.os.dhhs.gov/cfda/p10912.htm>.

**United States Department of Commerce  
National Oceanic and Atmospheric Administration**

**National Marine Fisheries Service  
Office of Habitat Conservation  
Habitat Restoration Center**

Community-Based Restoration Program

*Authorities:*

- \$ Fish and Wildlife Coordination Act of 1956, 16 U.S.C. 661 (see <http://www4.law.cornell.edu/uscode/16/661.html>)
- \$ 16 U.S.C. 3951 (see <http://www4.law.cornell.edu/uscode/16/3951.html>)
- \$ PL100-220, Title II, Section 2204, 33 U.S.C. 1901 et. seq. (see <http://www4.law.cornell.edu/uscode/33/1901.html>)
- \$ Department of Commerce and Related Agencies Appropriations Act of 1999.

*Description:*

The Community-Based Restoration Program (CRP) provides funds for small-scale, locally driven habitat restoration projects that foster natural resource stewardship within communities. The program emphasizes the use of a grassroots, bottom-up approach to restoring fishery habitat across coastal America. The program's objective is to bring together citizen groups, public and nonprofit organizations, industry, businesses, students, landowners, and local government, state and federal agencies to implement habitat restoration projects to benefit living marine resources.

Eligible applicants include state, territorial, local, or tribal governments; regional governmental bodies; public or private agencies or organizations; universities and colleges; private profit and nonprofit organizations.

*Additional Information:*

Please see <http://www.nmfs.noaa.gov/habitat/restoration/community/>

**Office of Public and Constituent Affairs  
Office of Education Sustainable Development (OESD)**

*Authority:*

NOAA has an implied mandate to do education and outreach. (Information on authority from personal communication with Joyce Gross, (202) 482-8360.

*Description:*

NOAA's educational activities are implemented by various organizations within the agency, most of which can be found on OESD's Internet page. The agency will begin the process of developing a unified education effort under this recently-created Office.

*Additional Information:*

Please see: <http://www.education.noaa.gov/> or contact Joyce Gross (202)482-8360

**National Oceanic and Atmospheric Administration  
Office of Oceanic and Atmospheric Research**

National Sea Grant Program

*Authority:*

National Sea Grant College Program Act of 1966, PL 89-688  
(see <http://www.nsgo.seagrant.org/legislation.html>)

*Description:*

The Program encourages the wise stewardship of our marine resources through research, education, outreach and technology transfer. It partners and builds bridges between government, academia, industry, scientists, and private citizens to help Americans understand and sustainably use our precious Great Lakes and ocean waters for long-term economic growth. There are 30 Sea Grant Programs, organized by regions.

*Additional Information:*

Please see [http://www.oar.noaa.gov/oceans/ocean\\_nsgo.html](http://www.oar.noaa.gov/oceans/ocean_nsgo.html) and  
<http://www.nsgo.seagrant.org/>

**National Ocean Service (NOS)**

1. National Marine Sanctuary Program

*Authority:*

National Marine Sanctuaries Act of 1972

*Description:*

The mission of NOAA's National Marine Sanctuary Program is to serve as the trustee for the nation's system of marine protected areas, and to conserve, protect, and enhance their biodiversity, ecological integrity, and cultural legacy. There are 13 sanctuary sites. Science and education are two critically important goals that guide national and field program

development.

*Additional Information:*

Please see <http://www.sanctuaries.nos.noaa.gov/>

See also: Sustainable Seas Expeditions: <http://sustainableseas.noaa.gov>

## 2. National Estuarine Research Reserve System (NERRS) Program

*Authority:*

Coastal Zone Management Act of 1972, as amended  
(see <http://www4.law.cornell.edu/uscode/16/1451.html>)

*Description:*

The program protects and studies estuarine areas through a network of 25 reserves. Each reserve is a "living laboratory" in which scientists conduct research and educators communicate research results. Reserve staff members work with local communities and regional groups to address natural resource management issues, such as non-point source pollution, habitat restoration and invasive species. Through integrated research and education, the reserves help communities develop strategies to deal successfully with these coastal resource issues.

*Additional Information:*

Please see: <http://www.ocrm.nos.noaa.gov/nerr/>

See also: NERRS Estuary-Net Project: <http://inlet.geol.sc.edu/estnet.html>

## 3. Education and Outreach

*Description:*

NOS recognizes that a commitment to coastal stewardship must include a strong educational and outreach program. Consistent with this commitment, NOS produces numerous education materials and supports many educational activities both at headquarters and in the field. NOS= Internet portal page, which will be revised and enhanced in the years ahead, directs users to information on current educational and outreach efforts. It includes educational materials such as CD-ROMs, videos, lesson plans, and resource lists as well as Ocean and Coastal Fact Sheets.

*Additional Information:*

Please see: <http://www.nos.noaa.gov/education/education.html> or contact Sarah Mitchell (301) 713-3070 extension 171

See also:

Ocean Explorer: <http://oceanexplorer.noaa.gov>

Volunteering for the Coast: <http://volunteer.nos.noaa.gov>

Office of Response and Restoration - Kids

<http://response.restoration.noaa.gov/kids/kids.html>

## 4. Marine Protected Areas of the United States



*Authority:*

Executive Order 13158 (see [http://www.mpa.gov/frontmatter/sup1\\_eo.html](http://www.mpa.gov/frontmatter/sup1_eo.html))

*Description:*

Executive order 13158 is a major initiative to protect important natural and cultural resources in the marine environment from loss and degradation. Executive order 13158 charges the DOC-NOAA, the Department of Interior and other federal agencies to (a) strengthen the management, protection, and conservation of existing Marine Protected Areas (MPA) and establish new or expanded MPAs; (b) develop a scientifically based, comprehensive national system of MPAs representing diverse U.S. marine ecosystems, and the Nation's natural and cultural resources; and (c) avoid causing harm to MPAs through federally conducted, approved, or funded activities. An MPA center was formed as a result of the effort and education and outreach will be employed as a method of reaching their goal.

*Additional Information:*

Please see: <http://www.mpa.gov>

5. Coastal Services Center (CSC) Cooperative Agreements

*Authorities:*

16 U.S.C. 1456C, (see <http://www4.law.cornell.edu/uscode/16/1456.html>)

15 U.S.C. 1540, (see <http://www4.law.cornell.edu/uscode/15/1540.html>)

33 U.S.C. 1442, (see <http://www4.law.cornell.edu/uscode/33/1442.html>)

33 U.S.C. 883(a-e)

*Description:*

The goal of CSC is to build capabilities to address the pressing issues of coastal health and change through conservation of coastal environments and promoting efficient and sustainable commercial and residential development. Eligible applicants include State and local governments, public nonprofit institutions/organizations, other public institutions/organizations (eligibility may vary by program).

*Example:*

A grant to Purdue University was used to develop a mechanism for linking land use planning with watershed planning at the local level in the Lake Michigan Watershed of Indiana. This will be accomplished by educating local officials, planning commissions and interested citizen groups on the importance and urgency of proactive land use planning that is coordinated with local watershed plans or planning efforts. In addition, access will be provided to GIS analysis and visualization tools to allow local decision-makers to better understand the implications of planning decisions.

*Additional Information:*

Please see <http://www.csc.noaa.gov/> or <http://aspe.os.dhhs.gov/cfda/p11473.htm>

## Chesapeake Bay Office

### Bay Watershed Education and Training Program (B-WET Program)

#### *Authority:*

Fish and Wildlife Act of 1956, 16 U.S.C. 753a

(see <http://www4.law.cornell.edu/uscode/16/742a.html>)

PL 102-567, 15 U.S.C. 1540 (see <http://www4.law.cornell.edu/uscode/15/1540.html>)

16 U.S.C. 661-666c (see <http://www4.law.cornell.edu/uscode/16/661.html>)

Department of Commerce and Related Agencies Appropriations Act of 2002, PL 107-77  
NOAA Authorization Act of 1992, PL 102-567.

#### *Description:*

The B-WET Program objectives are to support and encourage environment based education and first-hand experiences, among the best ways to promote individual stewardship of the Bay and its tributaries. Projects support organizations that provide students meaningful Chesapeake Bay or stream outdoor experiences and teachers professional development opportunities in the area of environmental education. In addition, the B-WET Program will generate partnerships to promote internship opportunities for both students and teachers to work on Chesapeake Bay watershed issues and will support and reinforce an ethic of responsible citizenship, resulting in the preservation of the Bay and its tributaries for years to come. Eligible applicants include K-12 public and independent schools and school systems, institutions of higher education, community-based and nonprofit organizations, state or local government agencies, interstate agencies, and Indian tribal governments.

#### *Additional Information:*

Please see: <http://noaa.chesapeakebay.net/education.htm>

Additional Research Needed on the following NOAA activities:

5. National Weather Service

Resources for Educators: <http://www.nws.noaa.gov/education.html>

6. Office of Ocean & Atmospheric Research

Education Page: <http://www.oar.noaa.gov/education/>

Research Vessel *Townsend Cromwell* Student Connection <http://atsea.nmfs.hawaii.edu/>

7. Office of Ocean & Coastal Resource Management

Education Resources: <http://www.ocrm.nos.noaa.gov/resource.html>

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# United States Department of Energy

## Office of Energy Efficiency and Renewable Energy (OEERE)

### Information Dissemination, Outreach, Training and Technical Assistance Grant Program

#### *Authority:*

Department of Energy Organization Act of 1977, as amended, 42 U.S.C. 712

(see <http://www4.law.cornell.edu/uscode/42/7101.html>)

Energy Reorganization Act of 1974, 42 U.S.C. 5813(6)(7)(8)

(see <http://www4.law.cornell.edu/uscode/42/5813.html>)

Energy Policy Act of 1992, 42 U.S.C. 13231.

#### *Description:*

The main objective of this grant program is to provide financial support for information dissemination, outreach, training and related technical analysis/assistance which will: (1) stimulate increased energy efficiency in transportation, buildings, industry and the Federal sector and encourage increased use of renewable and alternative energy; and (2) accelerate the adoption of new technologies to increase energy efficiency and the use of renewable and alternative energy through the competitive solicitation of applications.

Funding is provided in six general program areas within OEERE: Office of Power Technologies, Office of Industrial Technologies, Office of Transportation Technologies, Office of Building Technology, State and Community Programs, Federal Energy Management Program, and the Office of the Assistant Secretary for OEERE.

Eligible applicants include Profit organizations, individuals, private nonprofit institutions/organizations, public nonprofit institutions/organizations, State and local governments, Native American organizations, Alaskan Native corporations and universities.

#### *Examples:*

Projects that are scheduled to be funded: Information dissemination, public outreach, and related technical analysis activities involving specific renewable technologies; training to promote the use of alternative fuel vehicles; information dissemination, technical analysis, and outreach activities designed to facilitate the adoption of energy efficiency and renewable energy in residential and commercial buildings and communities; and technical assistance to spur increased energy efficiency and renewable energy in developing countries.

#### *Additional Information:*

For information on the solicitation notice see: <http://www.cfda.gov/static/p81117.htm>

For information on OEERE Education resources see: <http://www.eren.doe.gov/education>  
For the OEERE Kid-s Page please see: <http://www.eren.doe.gov/kids/>

## **Office of Energy Efficiency and Renewable Energy (OEERE)** **Office of Building Technology, State and Community Programs**

### **1. State Energy Program**

#### *Authority:*

Energy Conservation and Production Act, PL 94-385

(see <http://www4.law.cornell.edu/uscode/42/6801.html>)

Energy Policy and Conservation Act, PL 94-163

(see <http://www4.law.cornell.edu/uscode/42/6201.html>)

National Energy Conservation Policy Act, PL 95-619

(see <http://www4.law.cornell.edu/uscode/42/8201.html>)

Resource Conservation and Recovery Act of 1976, PL 94-580

(see <http://www.epa.gov/region5/defs/html/rcra.htm>)

State Energy Efficiency Programs Improvement Act of 1990, PL 101-440

Energy Policy Act of 1992, PL 102-486

(see [http://energy.nfesc.navy.mil/docs/law\\_us/92epact/hr776toc.htm](http://energy.nfesc.navy.mil/docs/law_us/92epact/hr776toc.htm))

#### *Description:*

This program-s formula grant program is available to fund state programs relating to energy efficiency and renewable energy issues including the use of public education to promote energy efficiency and various other mandatory and optional activities. The state energy offices design and implement energy efficiency and renewable energy programs according to the needs of their economies, the potential of their natural resources, and the participation of local industries.

#### *Example:*

The state of Texas uses some of its formula grant funds in renewable energy demonstration projects such as photovoltaic installations in schools. The demonstrations provide a hands-on educational resource to teach about the benefits of renewable energy. Another demonstration on renewable energy water purification increases awareness of the resources, technologies, and infrastructure needed. For additional examples please see: [http://www.eren.doe.gov/buildings/state\\_energy/pdfs/02\\_grant\\_guide.pdf](http://www.eren.doe.gov/buildings/state_energy/pdfs/02_grant_guide.pdf)

#### *Additional Information:*

Please see: [http://www.eren.doe.gov/buildings/state\\_energy/](http://www.eren.doe.gov/buildings/state_energy/) or contact Joe Konrade (202) 586B8039

### **2. Rebuild America**

#### *Authority:*

Energy Policy and Conservation Act, PL 94-163  
(see <http://www4.law.cornell.edu/uscode/42/6201.html>)

*Description:*

Rebuild America is a program of the U.S. Department of Energy (DOE) that focuses on energy-savings solutions as community solutions. Rebuild America began in 1994 with the mission to accelerate energy-efficiency improvements in existing commercial, institutional and multifamily residential buildings through private-public partnerships created at the community level. Today Rebuild America is helping communities across the country sort through an often overwhelming array of options for building improvements and develop and implement an Action Plan that meets their needs. Working on a local level, Rebuild America helps community organizations access innovative technologies, industry services, customized assistance, and a variety of business and technical tools needed to perform energy retrofit on buildings. The program focuses on five building sectors: K-12 Schools, Colleges and Universities, State and Local governments, Public and Multi-family Housing, and Commercial Buildings.

*Additional Information:*

Please see: <http://www.rebuild.org/index.asp>

EnergySmart Schools Program (A part of Rebuild America)

*Description:*

The EnergySmart Schools program is focused on meeting four primary goals: (1) Reducing energy consumption/costs, and increasing use of clean energy technologies in K-12 schools nationwide; (2) Helping schools reinvest their savings from energy improvements; (3) Improving the learning environment of schools through day lighting, better temperature control, better air quality and other elements related to buildings and bus fleets; and (4) Increasing student, teacher, and community awareness of energy and related issues including financial management, air quality, climate change, and new technologies.

*Additional Information:*

Please see: <http://www.eren.doe.gov/energysmartschools/>

**National Energy Technology Laboratory (NETL)**

*Authority:*

Part of DOE's mission is to provide a qualified work force for the agency through the training of scientists and engineers. Attracting children at an early age, and providing opportunities for them to develop their interests in science and engineering is critically important for the development of a qualified work force. NETL is involved in a variety of activities in the K-12 arena to get kids interested in science and help them pursue those interest throughout their school years. The following authorities are generally used for this

work:

Energy Policy Act of 1992 subsection. 2204, 42 USC 13504

Department of Energy Science Education Enhancement Act, 42 USC 7381

(See <http://www4.law.cornell.edu/uscode/42/7381.html>)

Department of Energy Organization Act subsection. 102, 42 USC 7112

(See <http://www4.law.cornell.edu/uscode/42/7112.html>)

Albert Einstein Distinguished Educator Fellowship Act of 1994, 42 USC 7382

(see <http://www4.law.cornell.edu/uscode/42/7382.html>)

*Description:*

NETL's commitment to education is demonstrated through Research Participation, Workshops, Instructional Materials, In-house Tours, Community Outreach, and Special Events. The goal of NETL's Education Program is to enhance interest in math and science and to provide resources and instructional materials. The Education Program's Cool Science site includes science bowl information, educational materials for teachers, and fun stuff and facts for kids.

*Additional Information:*

Please see <http://www.netl.doe.gov/coolscience/index.html> or contact Mike Nowak (412) 386-6020

# Department of Education

## Office of Assistant Secretary for Educational Research and Improvement (OERI)

### *Authority:*

Elementary and Secondary Education Act of 1965, Title II, Part A, as amended, 20 U.S.C. 6621-6623 (see at <http://www4.law.cornell.edu/uscode/20/ch70schII.html>)

### 1. Eisenhower Professional Development Federal Activities

#### *Description:*

A grant program that focuses on the development and implementation of high-quality professional development for K-12 teachers in the core academic subjects including environmental education. The main objective is: ATo assist projects of national significance designed to improve teaching and learning in the core academic subjects; to collect and disseminate exemplary mathematics and science education instructional materials; to reform teacher preparation and certification standards; and to develop comprehensive, performance-based assessment and professional development strategies that will enhance connections between assessment, teaching, and student learning.@ Eligible applicants include State and local educational agencies, educational service agencies, institutions of higher education, State agencies for higher education and other public and private agencies, organizations and institutions.

#### *Example:*

Projects that support the development of Statewide curriculum frameworks, models of recruitment and retention of new, highly qualified teachers, and teacher professional development in environmental education and the use of technology.

#### *Additional Information:*

For the grant program please see: <http://www.cfda.gov/static/p84168.htm>

For OERI please see: <http://www.ed.gov/offices/OERI/>

### 2. The Eisenhower National Clearing House for Mathematics and Science Education

#### *Description:*

ENC's mission is to identify effective curriculum resources, create high-quality professional development materials, and disseminate useful information and products to improve K-12 mathematics and science teaching and learning. Includes a plethora of EE materials and resources.

#### *Additional Information:*

Please see: <http://www.enc.org/>

# **United States Department of Interior**

## **Bureau of Land Management**

### **Office of Environmental Education and Volunteers**

#### *Authority:*

Federal Land Policy and Management Act of 1976

(see <http://www4.law.cornell.edu/uscode/43/1701.html>)

Archeological Resources Protection Act of 1979

(see <http://www4.law.cornell.edu/uscode/16/470.html>)

Bush's Goals 2000 Education Act (No specific authority but part of general Bureau goals)

#### *Description:*

The goal of the Bureau of Land Management's Environmental Education Program is to realize healthier and more productive public lands through better educated citizens who are willing to assist in solving complex environmental problems. The program includes both a school-based component and a public education and participation component.

The school based component engages students and teachers in field activities that enhance their understanding of the importance of sustaining healthy and productive ecosystems. BLM offers materials and programs which support existing curriculum requirements and do not impose additional burdens on teachers.

The public component offers a variety of interpretive programs, as well as volunteer opportunities which are designed to instruct and challenge the public. The public can learn more about land management issues through classroom training and exhibits in the BLM's visitor and education centers. In addition, the public can become more involved through volunteer programs in local communities throughout the West which put people "on the ground" making direct contributions to managing the nation's public lands.

#### *Additional Information:*

Please see: <http://www.blm.gov/education/>



# United States Department of Interior Bureau of Reclamation

## Mid Pacific Region

### *Authority:*

Reclamation Act of 1902

Reclamation Reform Act of 1982 (see <http://www4.law.cornell.edu/uscode/43/390aa.html>)

### *Description:*

WaterShare is the Mid-Pacific Region's virtual water conservation center. At this site you'll find technical advice for professional water managers; water wise gardens of California; and activities for students K-12 to learn about water conservation. The site includes teacher lesson plans, information on water management programs, water conservation education resources, and more. The resources features two interactive educational resources. One is WaterLearn, featuring animated episodes to help students learn issues in nature, urban or agricultural settings. Teacher lesson plans for elementary, junior high, and high school integrate web site content with classroom activities. Another resource is WaterWise Gardens, featuring over 80 water-efficient California gardens.

### *Additional Information:*

Please see <http://watershare.mp.usbr.gov/index.cfm> or contact Tracy Slavin (916) 978-5214

## Office of ???????

### Partnerships and Cooperative Agreements

### *Authority:*

Reclamation Reform Act of 1982 (see <http://www4.law.cornell.edu/uscode/43/390aa.html>)

### *Description:*

The Bureau of Reclamation activity pursues partnerships and seeks cooperative projects with States, other Federal agencies, Native Americans, groups, organizations, and private individuals to improve fish, wildlife, and recreational opportunities in the 17 western states. Cooperative efforts span the full range of water, natural resource management, human resources, engineering, and environmental issues. The majority of partnerships and collaborative activities occur through the regional offices; please see:

<http://www.usbr.gov/main/what/regionalmap/index.html>

### *Examples:*

(1) Provide support to the Izaak Walton League for the American Wetlands Campaign; (2)

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Involved in educational partnerships with Minority Serving Institutions to develop and enhance natural resources and engineering curriculums to include water management and safety of dam training, and (3) Partner with other Federal land-management agencies to maintain web-based data on recreational opportunities available to the public. See <http://www.recreation.gov> for additional examples.

Additional Information:

Please see <http://www.usbr.gov/main/programs/partnerships.html> or <http://www.usbr.gov/stewardship/index.htm> or contact Rita Ford (202) 513-0575

## United States Department of Interior National Park Service

### *Authority:*

The National Park Service Organic Act (see <http://www4.law.cornell.edu/uscode/16/1.html>)  
The Historic Sites, Buildings, and Antiquities Act  
(see <http://www4.law.cornell.edu/uscode/16/461.html>)

### *Description:*

The majority of the National Park Services= educational programs are conducted at individual parks, monuments, and other protected areas under the agency=s jurisdiction through visitor centers, interpretation programs, and curriculum-based programs, which are usually connected to teachers. Each site=s education program is developed based on local needs and partnerships. Search for individual sites on line at <http://www.nps.gov/parks.html>.

NPS does provide information and resources nationally as follows:

#### 1. Parks As Classrooms

Provides field based learning opportunities for students and teachers. Curriculum ranges from environmental and natural resource oriented to historic and social issues.

Educational resources include: curriculum

(<http://www.nps.gov/learn/grschoolzone/grcurriculum.htm>), audio-visual materials including videos (<http://www.nps.gov/learn/grteacherzone/grmedia.htm>), teacher training workshops (<http://www.nps.gov/learn/grteacherzone/work.htm>), and other resources such as traveling trunks and kits (<http://www.nps.gov/learn/grteacherzone/grtrunks.htm>), and teacher and student resource guides. See: <http://www.nps.gov/interp/parkclass.html> for additional information.

#### 2. Junior Ranger Program

Many National Parks offer visitors the opportunity to join the National Park Service Family as Junior Rangers. Interested students complete a series of activities during their park visit, share their answers with a park ranger, and receive an official Junior Ranger badge or patch and Junior Ranger certificate. See <http://www.nps.gov/interp/jranger.html> for additional information.

#### 3. LearnNPS

NPS= main education page on the Internet at <http://www.nps.gov/learn/>. Includes information on the above mentioned programs and more.

## **United States Department of Interior Minerals Management Service**

### *Authority:*

MMS has no specific authority to do outreach. However, the Service believes it important to share the information they collect with the public through educational efforts. Students and Teachers are one of their main audiences. Information on authority from personal communication with Steve Schafer, July 2002.

### *Description:*

Most of the educational activities of the MMS are regional and focus primarily on energy. MMS does also provide information and educational resources on the agency's home page. For complete information on all activities please see: <http://www.mms.gov/mmskids/>

# **United States Department of Interior United States Fish and Wildlife Service**

## **Conservation Partnerships Liaison Division**

### *Authority:*

Sportfishing and Boating Safety Act of 1998  
(see <http://sfbpc.fws.gov/sfbsact.htm>)

### *Description:*

A cooperative agreement funded by US Fish and Wildlife Service (FWS) to support the Federally-chartered Sport Fish and Boating Partnership Council and the non-profit Recreational Boating and Fishing Foundation (RBFF). A five-year, \$36 million national outreach effort to increase participation in fishing, boating, and aquatic stewardship. The Recreational Boating and Fishing Foundation (RBFF) was established in 1998 to carry out the National Outreach and Communications Program, which was developed by the Sport Fishing and Boating Partnership Council: to increase participation in recreational boating and fishing (both of which have experienced recent declines) and to encourage greater public involvement in aquatic stewardship as mandated in the Sportfishing and Boating Safety Act of 1998.

### *Additional Information:*

For further information go to <http://conservationpartnerships.fws.gov/>

## **National Conservation Training Center Division of Education and Outreach**

### *Authority:*

Executive order 11348, Further Training of Government Employees  
5 USC 4101 and 5 USC 4103A, PL 85-507, Government Employees Training Act  
(see <http://www4.law.cornell.edu/uscode/5/4103.html>)

There is no particular authority for the center, but it is generally authorized under appropriations language for employee training in Federal agencies. Information on authority from personal communication with Nancy Streeter, Summer 2002.

### *Description:*

The National Conservation Training Center (NCTC) trains and educates natural resource managers to accomplish the Services= common goal of conserving fish, wildlife, plants, and

their habitats. It brings great training and education opportunities primarily to Federal government employees and at to a lesser degree, the public through courses, workshops and partnerships. Main topics include environmental conservation, wildlife, aquatic resources, and education and outreach. The Division of Education Outreach in NCTC provides training and support for conservation professionals to develop and implement collaborative education, outreach and heritage programs which achieve conservation goals. Resources include Conservation Education Packs for Teachers, Wild About Life!, a video for teachers, and a variety of other resource materials.

*Additional Information:*

For NCTC, please see: <http://training.fws.gov/index.html>

For the Division of Education Outreach, please see:  
<http://training.fws.gov/deo/education.html>

## **Division of Fish and Wildlife Management and Habitat Restoration**

### Partners for Fish and Wildlife Program

*Authority:*

The Fish and Wildlife Coordination Act of 1956  
(see <http://www4.law.cornell.edu/uscode/16/661.html>)

*Description:*

This program helps accomplish the Service's mission by offering technical and financial assistance to private (non-federal) landowners to voluntarily restore wetlands and other fish and wildlife habitats on their land. The program is based on many principles, including providing natural resource management teaching and learning opportunities. Partners include other Federal agencies, Tribes, State and local governments, conservation organizations, academic institutions, businesses and industries, school groups, and private individuals.

*Additional Information:*

Please see: <http://partners.fws.gov/>

## **Office of Grants (?????)**

The Fish and Wildlife Service administers a variety of natural resource assistance grants to governmental, public and private organizations, groups and individuals. The grants are administered out of various offices with the Service. A comprehensive list is included at

<http://grants.fws.gov/>

1. Wildlife Restoration Program

*Authority:*

Federal Aid in Wildlife Restoration Act of 1937, as amended; 16 U.S.C. 669-669b, 669-669k.

(See <http://www4.law.cornell.edu/uscode/16/669.html>)

*Description:*

To support projects to restore or manage wildlife populations and the provision of public use of these resources; and to provide facilities and services for conducting a hunter safety program. Many of the hunter safety classes include an EE component. Eligible applicants are State fish and wildlife agencies.

*Additional Information:*

Please see: <http://www.cfda.gov/public/viewprog.asp?progid=447>

2. Sport Fish Restoration

*Authority:*

Federal Aid in Sport Fish Restoration Act of 1950, as amended 16 U.S.C. 777-777m.

(See <http://www4.law.cornell.edu/uscode/16/777.html>)

*Description:*

To support projects designed to restore and manage sport fish populations for the preservation and improvement of sport fishing and related uses of these fisheries resources. Eligible Applicants are State fish and wildlife agencies.

*Additional Information:*

Please see: <http://www.cfda.gov/public/viewprog.asp?progid=445>

3. Cooperative Endangered Species Conservation Fund: Conservation Grants and Habitat Conservation Planning Assistance

*Authority:*

Endangered Species Act of 1973, 16 U.S.C. 1361 et seq., as amended

(see <http://www4.law.cornell.edu/uscode/16/1361.html>)

Department of the Interior Appropriations, Public Law 107-63.

*Description:*

The fund provides for four different grant programs. Only two programs, Conservation Grants and Habitat and Conservation Planning Assistance, include EE within their objectives. In general the Conservation Grant Program is more frequently used to achieve EE objectives. The program provides financial assistance to States and Territories to implement conservation projects for listed and non listed species, such as habitat restoration, species status surveys, public education and outreach, captive propagation

and reintroduction, nesting surveys, genetic studies and development of management plans.

*Additional Information:*

Please see: <http://www.cfda.gov/public/viewprog.asp?progid=449>

4. Clean Vessel Act Pumpout Grant Program

*Authority:*

Clean Vessel Act of 1992, Section 5604, PL 102-587, Subtitle F; 16 U.S.C. 777c.

(See <http://www4.law.cornell.edu/uscode/16/777.html>)

*Description:*

To grant funds to coastal States to survey and plan for installing pumpout/dump stations, and

to grant funds to all States to construct pumpout/dump stations and develop an education program to prevent recreational boat sewage from entering U.S. waters.

*Additional Information:*

Please see: <http://www.cfda.gov/public/viewprog.asp?progid=450>

5. Rhinoceros and Tiger Conservation

*Authority:*

Rhinoceros and Tiger Conservation Act of 1994, PL 103-391, 16 U.S.C. 5301 et seq., as amended by the Rhino and Tiger Product Labeling Act of 1998, PL 105-312, 16 U.S.C. 5301

(see <http://www4.law.cornell.edu/uscode/16/5301.html>)

*Description:*

To increase conservation of rhinoceros and tigers through strengthening habitat/ecosystem management; surveys and monitoring; conservation education; wildlife inspection, law enforcement and forensic skills; protected area/reserve management; sustainable development in buffer zones surrounding tiger/rhinoceros habitat; management of human behavior and livestock to decrease conflicts with tigers/rhinoceros; and the use of substitutes for tiger/rhinoceros products in oriental medicine. Projects which provide training to strengthen capabilities in these areas will receive priority. Eligible applicants include Federal, State and local government agencies, public or private organizations, non- governmental nonprofit organizations, public and

private institutions of higher education, or any other entity with experience in conservation.

*Additional Information:*

Please see: <http://www.cfda.gov/public/viewprog.asp?progid=453>

6. African Elephant Conservation

*Authority:*



African Elephant Conservation Act, Title II Sec. 2001 et seq., PL 100-478, 16 U.S.C. 4201, 4211, 4221, 4241, and 1538. (See at <http://www4.law.cornell.edu/uscode/16/4201.html>)

*Description:*

To provide financial assistance to any organization or individual responsible for African elephant conservation, and any organization or individual with experience in African elephant conservation, for approved elephant conservation projects to support research, conservation, management and protection of African elephants. Eligible applicants include Federal, State and local government agencies, public or private organizations, non- governmental nonprofit organizations, public and private institutions of higher education, or any other entity with experience in conservation.

*Additional Information:*

Please see: <http://www.cfda.gov/public/viewprog.asp?progid=454>

## 7. Asian Elephant Conservation

*Authority:*

Asian Elephant Conservation Act, PL 105- 96, 111 Stat. 2150, 16 U.S.C. 4261-4266. (See <http://www4.law.cornell.edu/uscode/16/4261.html>)

*Description:*

To provide financial assistance to any organization or individual responsible for Asian elephant conservation, and any organization or individual with experience in Asian elephant conservation, for approved elephant conservation projects to support research, conservation, management and protection of Asian elephants. Eligible Applicants include Federal, State and local government agencies, public or private organizations, non- governmental nonprofit organizations, public and private institutions of higher education, or any other entity with experience in conservation.

*Additional Information:*

Please see: <http://www.cfda.gov/public/viewprog.asp?progid=455>

## 8. Great Apes Conservation

*Authority:*

Great Ape Conservation Act of 2000, PL 106-411, 16 USC 6301. (See <http://www4.law.cornell.edu/uscode/16/6301.html>)

*Description:*

To assist in the conservation of great apes by supporting and providing financial resources for the conservation programs of countries within the range of great apes and projects of persons

with demonstrated expertise in the conservation of great apes. Eligible applicants include Federal, State, and local government agencies, public or private organizations, non-governmental nonprofit organizations, public and private institutions of higher education, or any other entity with experience in great ape conservation.

*Additional Information:*

Please see: <http://www.cfda.gov/public/viewprog.asp?progid=1528>

9. Multi-state Conservation Grant Program

*Authority:*

Federal Aid in Sport Fish Restoration Act of 1950, as amended, 16 U.S.C. 777-777K (see <http://www4.law.cornell.edu/uscode/16/777.html>)

Federal Aid in Wildlife Restoration Act of 1937, as amended, 16 U.S.C. 669-b, 669-i (see <http://www4.law.cornell.edu/uscode/16/669.html>)

The Fish and Wildlife Programs Improvement and National Wildlife Refuge System Centennial Act of 2000

*Description:*

To provide funding for sport fish and wildlife restoration projects identified by the International

Association of Fish and Wildlife Agencies. Sport Fish and Wildlife Restoration funds may be used for sport fisheries and wildlife research projects, boating access development, hunter safety, aquatic education, habitat improvements, and other projects consistent with the purposes of the enabling legislation. Eligible applicants include States, groups of States, U.S. Fish and Wildlife Service (for National Survey of Fishing, Hunting, and Wildlife-Associated Recreation only), and non-governmental organizations.

*Additional Information:*

Please see: <http://www.cfda.gov/public/viewprog.asp?progid=1527>

10. State Wildlife Grants

*Authority:*

Department of the Interior and Related Agencies Appropriations Act of 2002; PL 107-63, Title I.

*Description:*

To develop and implement programs for the benefit of wildlife and their habitat, including species that are not hunted or fished. (This is a new program so no examples of funded projects are available but this could include an educational component) Eligible Applicants include fish and wildlife agencies of the States, the Commonwealth of Puerto Rico, the Commonwealth of the Northern Mariana Islands, Guam, American Samoa, and the United States Virgin Islands.

*Additional Information*

Please see: <http://www.cfda.gov/public/viewprog.asp>

11. The Neo-tropical Migratory Bird Conservation Act Grants Program

*Authority:*

Neotropical Migratory Bird Conservation Act

*Description:*

The grant program funds projects that promote the conservation of neo-tropical birds in the United States, Latin America, and the Caribbean. Project proposals need to demonstrate how a conservation partnership's activities will foster sustainable, effective, long-term programs to conserve neo-tropical migratory birds. Part of what is defined as conservation is community outreach and education. Eligible Applicants include any U.S., Latin American, or Caribbean individual, corporation, government agency, trust, association, or other private entity.

*Additional Information:*

Please see: [http://birdhabitat.fws.gov/NMBCA/eng\\_neo.htm](http://birdhabitat.fws.gov/NMBCA/eng_neo.htm)

## **United States Department of Interior United States Geological Survey**

### The Learning Web

#### *Authority:*

No specific authority or funding available. Generally education falls within the mission of the United States Geologic Survey as part of providing information to the public which is authorized under The Organic Act. Information on authority from personal communication with Carolyn Bell, Public Affairs Officer, Office of Communication.

#### *Description:*

USGS provides a website dedicated to K-12 education and lifelong learning. The site explores things on, in, around, and about the Earth, such as land, water, plants, animals, and maps. It provides resources for K-12 students to help them with their homework such as project ideas in Geology, Biology, Geography, and Hydrology or actual information in these areas to help answer other homework assignments. Teachers will find lesson plans, paper models and animations, and educational material.

#### *Additional Information:*

Please see: <http://www.usgs.gov/education/>

## **Department of Transportation Federal Highway Administration**

### **Office of ????**

#### Transportation and Community and System Preservation Pilot (TCSP) Program

*Authority:*

Transportation Equity Act for the 21<sup>st</sup> Century (TEA-21), PL 105-178  
(see <http://www.fhwa.dot.gov/tea21/h2400.htm>)

*Description:*

A comprehensive initiative of research and grants to investigate the relationships between transportation and community and system preservation and private sector-based initiatives. Eligible applicants include States, local governments, and metropolitan planning organizations.

*Example:*

Examples of EE project funding include: Anchorage, Alaska (1999): Assess and redesign the public outreach and participation process for metropolitan transportation planning. And in Mono County, California (1999): to develop a rural community plan to balance tourism and growth with community stability, safety, and environmental protection.

*Additional Information:*

Please see: <http://www.fhwa.dot.gov/tcsp>

### **Office of Natural Environment and Federal Transit Administration (FTA)**

#### Congestion Mitigation and Air Quality (CMAQ) Improvement Program

*Authority:*

Transportation Equity Act for the 21st Century (TEA-21)  
(see at <http://www.fhwa.dot.gov/tea21/h2400.htm> and  
<http://www.epa.gov/oms/consumer/transp/f99003.htm>)

*Description:*

DOT administers the program, in consultation with the EPA, Office of Air and Radiation, Office of Transportation and Air Quality, Transportation and Regional Programs Division. The program is jointly administered in DOT by the FHWA and the FTA. This program provides federal transportation funds to support state and local projects that reduce transportation related air pollution. Any individual or organization is eligible from

neighborhood groups to local government transportation departments. Projects are mainly focused to initiate or expand transportation related infrastructure and services with air quality benefits, however these categories are not intended to be exclusive, and other activities, such as public education and outreach programs are also eligible.

*Additional Information:*

Please see: <http://www.epa.gov/oms/consumer/transp/f99003.htm> or see brochure - AUsing CMAQ for Outreach and Education: Success Stories®, US EPA, OAR, EPA 420F-01-020, October 2001.

For further information go to <http://www.fhwa.dot.gov/environment/cmaqpgs/index.htm>

# National Aeronautics and Space Administration

## Office of Human Resources and Education Education Division

### 1. The NASA Student Involvement Program

#### *Authority:*

National Aeronautics and Space Act (see at <http://www4.law.cornell.edu/uscode/42/2451.html>)  
a general authority that NASA uses for their education programs

#### *Description:*

The NASA Student Involvement Program (NSIP) is a national program of six competitions for grades K-12 that link students directly with NASA's exciting missions of exploration and discovery. The Program supports national education standards for science, mathematics, technology, and geography. Eligible applicants include all U.S. individuals and teams of children in grades K-12.

#### *Additional Information:*

Please see: <http://www.nsip.net/index.cfm>

### 2. Education Program

#### *Authority:*

National Aeronautics and Space Act (see at <http://www4.law.cornell.edu/uscode/42/2451.html>)  
A general authority used for all NASA education as it mentions public involvement...

#### *Description:*

NASA's Education homepage serves as the cyber-gateway to information regarding educational programs and services offered by NASA for educators and students across the United States. This high-level directory of information provides specific details and points of contact for all of

NASA's educational efforts and Field Center Offices. It also provides information on the national programs as well as the education programs from each of NASA's Enterprises, such as the Earth Science Enterprise's Teaching Earth Science page which is the most closely related to EE (<http://www.earth.nasa.gov/education/index.html>).

#### *Additional Information:*

Please see: <http://www.education.nasa.gov/> or contact Lynn Marra, (202) 358-1529

### 3. The National Space Grant College and Fellowship Program (Space Grant)

#### *Authority:*

The National Aeronautics and Space Administration Authorization Act of 1988, Title II established the program and NASA was charged with implementation and oversight of this

program. (PL 100-147, 42 U.S.C. 2486; and 14 CFR Part 1259, March 13, 1989.)

*Description:*

The program contributes to the nation's science enterprise by funding research, education, and public service projects through a national network of 52 university-based Space Grant consortia. Other partners include business and industry, state and local government agencies, other federal agencies, and nonprofit organizations. Space Grant consortia fund activities and projects in curriculum enhancement, faculty development, teacher training, pre-college and public service to help meet the education needs of their states. Each college administers their program so they should be contacted separately for application information. For contact information go to

<http://spacelink.nasa.gov/Instructional.Materials/NASA.Educational.Products/NASA.Space.Grant.Contacts.Directory/NASA.Space.Grant.Contacts.Directory.pdf>

*Additional Information:*

Please see: <http://calspace.ucsd.edu/spacegrant/>



# National Science Foundation

## Working Group on Environmental Research and Education

### Environmental Research and Education

#### *Authority:*

The National Science Foundation Act of 1950 sect.3, 42 USC 1862 authorizes basic science research and science education programs at all levels.

(see <http://www4.law.cornell.edu/uscode/42/1862.html>)

Department of Education Organization Act sect. 304, 20 USC 3444 affirms that NSF should conduct programs in basic and applied research and development in science learning at all education levels.

(see <http://www4.law.cornell.edu/uscode/20/3444.html>)

Information on authority from personal communication with Margaret Cavanaugh, July 2002.

#### *Description:*

NSF has supported activities associated with environmental research and education for decades, primarily through disciplinary programs. In recent years, program officers have recognized that

many exciting research opportunities in this area cut across disciplines and have formed interdisciplinary and inter-organizational programs in response. Most research projects have educational components targeted at students and teachers at all levels and the general public. In addition, NSF supports many programs whose central focus is education. Examples of those that have an environmental concentration include the Integrative Graduate Education and Research Trainee program, the Math and Science Partnership program, the Digital Libraries Initiative, and the Course, Curriculum, and Laboratory Improvement program. NSF provides funding in the following areas: Biocomplexity and the Environment, Global Change Research Programs, Environmental Education, Environmental Infrastructure, and International activities.

#### *Additional Information*

For funding opportunities see: <http://www.nsf.gov/geo/ere/ereweb/funding.cfm>

For ERE in general see <http://www.nsf.gov/geo/ere/ereweb/index.cfm> or contact Margaret Cavanaugh (703) 292-8002.

## **Global Observations to Benefit the Environment (GLOBE)**

### *Authority:*

No authority exists for this program which was created through a collaboration of NOAA, NASA, NSF, and EPA. Each agency used their own legislative authority to fund the program. NASA currently administers the program. Information on authority from personal communication with Hank Roden, Fall 2002.

### *Description:*

The GLOBE Program is a cooperative effort of schools, currently led in the United States by a Federal interagency program NASA, NSF, and EPA, in partnership with over 140 colleges and universities, state and local school systems, and non-government organizations. Internationally, GLOBE is a partnership between the United States and 95 other countries.®

The program is a worldwide hands-on, primary and secondary school-based science and education program. Globe provides opportunities for students, assistance for teachers, and other resources for International and US Partners.

### *Additional Information:*

Please see: <http://www.globe.gov/fsl/welcome.html>